

Skillful Prediction

This strategy assists students in examining the factors that enable them to make predictions skillfully.

Teacher Preparation:

1. Identify the event about which students will make predictions.
2. Determine the sources from which students will gather information.
3. Prepare an overhead, poster, or other display of the set of questions for Skillful Prediction (6-7-2) OR make a copy for each student.
4. Make copies of the graphic organizer (6-7-3) for each student. If each student is to examine more than one possible prediction, multiple copies will be needed.

Special Note: Modeling the Skill

Before introducing the lesson in which students will use this strategy, prepare a sample lesson and model the use of the graphic organizer all the way through.

Lesson Plan:

1. Introduce, discuss, review, etc., the material from which students will draw their information.
2. Discuss the importance of being skillful in making predictions. Point out that prediction can be an important subskill of decision making. Three types of predictions include:
 - Predicting trends or general conditions
 - Predicting the effects of a particular event
 - Predicting the consequences of options
3. Review the Skillful Prediction questions (6-6-2).
4. Review the graphic organizer (6-6-3).
5. Students work their way through the process either individually, in small groups, or as a large group.

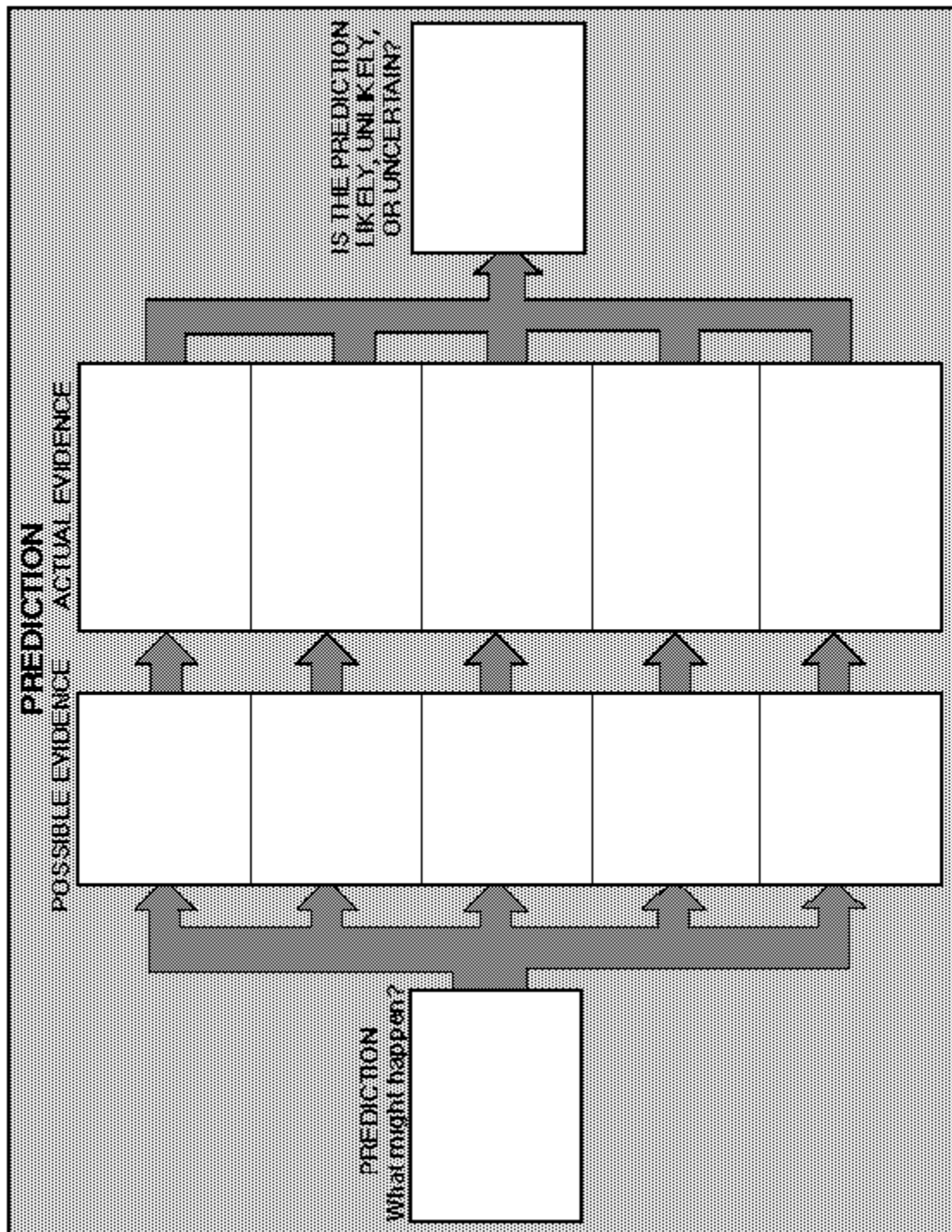
Note: If students are to predict the consequences of various options, they will need a separate graphic organizer for each option.
6. In a class-wide discussion, students share their work.
7. Assist students to draw conclusions from the organized information.

Adapted from Swartz, Robert. *Infusing the Teaching of Critical and Creative Thinking into Content Instruction*, 1995.

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1. What might happen?
2. What evidence might you get that would indicate that this prediction is likely?
3. What evidence is available that is relevant to whether the prediction is likely?
4. Based on the evidence, is the prediction likely, unlikely, or uncertain?

Swartz, Robert. *Infusing the Teaching of Critical and Creative Thinking into Content Instruction*, 1995.



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